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ABSTRACT

In fall 1992, Del Mar College (DMC), in Corpus Christi, Texas, offered for the first time a college-level composition class for students clinically diagnosed as learning disabled (LD), with the rationale that if LD students were first grouped together to learn the fundamentals of college-level writing and find success among their peers, they would gain the confidence and ability to succeed in the campus's heterogeneous atmosphere. To protect LD students' privacy, the class is "closed" to non-LD students and is not identified as "special" in the school catalog. Further, referrals to the class are made privately by the Special Populations Office and by individual English, philosophy, and reading teachers. The course differs from other freshman composition courses not in content or expectations, but in the use of techniques and strategies designed to reduce frustration, anxiety, and tension. These include avoiding the lecture format, emphasizing collaboration and group work, and utilizing computerized overheads. Notes from an article on identifying LD writers and a list of the learning characteristics of LD students are included. An appendix provides a handout for DMC faculty that includes a former LD student's essay on the benefits of attending college; a discussion of the strengths of LD students; and information on the availability of the LD class, general characteristics of LD and traumatically brain injured students, problem-oriented classroom modifications, dyslexia, and hearing impairments. (AC)

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ED 361 026

FRESHMAN COMPOSITION FOR THE LEARNING DISABLED

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Presented at the 15th Annual International Conference of the
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FRESHMAN COMPOSITION FOR THE LEARNING DISABLED

by

Robert C. Gore

In September, 199? Del Mar College offered for the first time a freshman composition class, college-level, for those students on campus clinically diagnosed as LEARNING DISABLED. What we have done is make a class available for a homogeneous grouping of such students. We have done so in order to give these students an opportunity to find success where too many students, even those without learning diabilities, have difficulties. Our rationale is that if they are first gathered into a homogeneous grouping where they are taught the fundamentals of writing on the college level and where they may find success among their peers, they will gain the confidence as well as the ability to continue in subsequent courses in the standard heterogeneous atmosphere of the college/university campus. This has proven to be so.

In order to gather these students without advertising the "special" class, which is kept closed for open registration. the Special Populations office of our college is invaluable. Some of these learning disabled students are already identified, particularly the brain injured, so the Special Populations office can advise such students in private. Our English, Philosophy, and Reading Department teachers are sent a memorandum describing traits of the LD student and asked to be on the alert for such students and, in private, suggest that these students contact me or the Special Populations office. This is a sensitive matter. Many of these students do not know that they are LD and resent the fact that a teacher would imply that they are LD (which they interpret as learning deficient). Others have kept the disability hidden and fear the stigma that they feel would come with such "labeling." These latter have learned many compensatory skills, and even though they may have to repeat courses, they prefer this to stigma. Others, if approached properly, appreciate the teacher for such reference because they did not know that they had an actual disability; they had merely accepted the label of being stupid. Sometimes, though rarely, a student will approach a teacher in private and make the teacher aware of his/her specific problem, such as dyslexia. I have found that most of the LD students do not want to be known, do not want to be classified, do not want "special treatment." Identification and grouping are thus a couple of the difficulties one will face should s/he wish to begin such a program at his/her college or university. To further avoid such identification, the course is carried in the class schedule booklet under the freshman composition number designation. In no way is the class identifiable except by the section number, which is known only by the registrar, the English chair, and the Special Populations office director(s).

At Del Mar all first semester freshman composition students have a mandatory laboratory class, one day a week for fourteen weeks. When our students register for our LD class, they register

for the same lab hour. This is where the registrar's office becomes especially important. It will carry the class and lab together as "closed." As only the Special Populations office or the English office may access entrance to register one of these students, this avoids accidental inclusion of "regular" students, particularly now that we have telephone registration. We teach the class on Mondays and Wednesdays, from noon till 1:20 p.m. The lab period is on Fridays from 12-12:50 p.m. This time of day, we feel, permits the students to feel less restricted and allows them the freedom to stay afterwards for personal conferencing with the teachers and/or lab assistants, as very few, if any, would have an impending class.

The atmosphere in the classroom and lab is one built upon collaboration, between the teacher and student, and between students themselves. I have found that it is the lab period that first allows the openness for collaboration, particularly between those students who know computers and those who do not. This especially allows the former to enhance their self-esteem by helping their peers. And the latter are glad to have their aid. Once this openness begins, it quickly envelops the class, allowing for excellent sharing, discussing and criticizing.

The difference between this course and the regular course is not in content or course expectations, but rather on the use of appropriate techniques and stategies. The educational material is in no way "watered down." Studies as well as experience have shown that LD students are of average to above-average intelligence; they are highly motivated and very hard workers; they are perfectionists who want to know exactly the right thing to do and why. I view them as "survivors." They have survived the public school system and life, believing in themselves and their talents despite public criticism. We at Del Mar feel that if they are given the proper opportunity, they will excel in the classroom.

It is this "opportunity" in the classroom I wish to address. There is an excellent video entitled "How Difficult Can This Be?" that goes with the F.A.T. City Workshop by Richard Lavoie and the Eagle Hill School Outreach (PBS VIDEO, 1320 Braddock Place, Alexandria, VA 22314). What we have structured our class around is getting our FAT out and putting the classroom upon a strict diet. As fat in one's arteries can build up quietly until it blocks the flow of blood to and from the heart and cause pain, paralysis, and death, in this case FAT can cause our students to be unable to perform properly -- or to drop out!

The FAT I am speaking of in our classroom is an acronym for FRUSTRATION, ANXIETY, and TENSION. These students, because of their disabilities, have found almost constant FRUSTRATION. There are so many sources for this frustration: trying to take notes when their minds are trying to process what is said, not what is meant or what is asked; trying to respond when due to processing problems they find themselves behind the class discussion. These are but two of the major causes of frustration. Thus, in the LD class things are taken more slowly. Lectures are avoided. Group work is emphasized.

I have found that the computerized overhead is the finest teaching tool for this classroom, as it allows the teacher, the teacher and students, or the student(s) to generate material, to "brainstorm," to criticize, to review, to re-write, etc., as a class, and then for the student(s) to save the work on the diskettes so that it may be used outside the classroom or lab or taken home to be used. This approach avoids many frustrations for the students because they have a working instrument from which to improve or learn.

The second word, ANXIETY, is lessened by a clearly stated syllabus which specifies the work required during the semester, on a class-by-class basis. This way the students are never surprised: they know exactly what is expected by the teacher and when. The "when" is softened by making "due dates" flexible -- other than an ending date for the end of the semester. In this way they are allowed to work at their own pace and under their own discipline. I only warn them that delay means more work due in less time. I have found that they work as true artists, perfecting rather than merely "publishing," and I have found that by the latter part of the semester I am rewarded for my patience with outstanding student work.

The last word, TENSION, is best alleviated by a friendly, collaborative atmosphere : "We're all in this together, so let's build a team, and we'll all be successful!" We have a good time while covering the material -- relaxed seriousness. As I have said above, these are dedicated students, survivors. Once they realize that the teacher believes in them and in their abilities, they turn that faith into fruit. That is what brings the great reward to the teacher: watching the students' newly found confidence manifest itself across the campus in other classes and in their personal and business lives.

Anyone who has ever taught a class of accelerated or graduate students and felt the joy exuded by students performing outstanding work will better understand the extreme joy received by helping these students, deprived by nature or by accident from normality, to encounter success and self-worth. Our college and our department recommend without reservation these approaches. I, on a personal level, have found them not only efficacious but also inspirational.

"The Roles of English Teachers and LD Specialists in Identifying Learning Disabled Writers: Two Case Studies" by Patricia J. McAlexander and Noel Gregg in JOURNAL OF BASIC WRITING, Vol. 8, No. 2, 1989, pp. 72-86.

"Individuals who are learning disabled possess average to above average intelligence but have difficulty ACQUIRING, STORING, and/or RETRIEVING information in certain areas" (italics mine) (72).

"The primary reason for this difficulty ... is a deficit, apparently of neurological origin, in one or more specific cognitive processing abilities -- for example, perception, symbolization, image-making, conceptualization" (72).

"When the deficits affect written language, the condition is called dysgraphia ... illegible or unusual handwriting, frequent and bizarre mechanical errors, and incoherent or inappropriate style and content" (72).

"An increasing number of dysgraphic students are enrolling in college -- particularly in developmental and remedial courses" (Longo 10-11). However, "the severity of their problem is often not revealed until they become involved with the extensive writing and close correcting of college composition" (11).

"The chief hope for the writing disabled student in the college classroom is that English composition instructors learn how to make tentative identification of writing dysfunction" (Richards 68). Tentative identification is vital though very difficult. D.D. Hammil, et al, point out that "the learning disabled population has no one consistent set of characteristics; their disorders are 'heterogeneous'" (8). In addition, "many characteristics of dysgraphic writing may also be caused by low intelligence, emotional or social dysfunction, developmental delay, lack of motivation, or educational or cultural deprivation"(73). Shaughnessy refers to this as the "central condition of ill=preparedness"(161). Finally, "for instructional purposes teachers need to know what type of disability the student has"(72,73).

"[T]he most reliable way to identify disabled students and to define the nature of their disabilities is through clinical testing"(74).

Amy Richards separates the characteristics twofold: "errors of inexperience" and "errors of writing ability"(75). "A high frequency of errors of inexperience in an 'experienced' writer, then, can also be symptomatic of a writing disability"(75).

SOME CHARACTERISTICS OF AN LD STUDENT:

1. bizarre, unusual writing
2. essays that lack cohesion and are often globally disorganized
3. no paragraphs or brief one-and two sentence paragrpahs
4. student has difficulty in setting up an organizational plan
5. serious punctuation and spelling errors
   (77-78).

NOTA BENE:

"A learning disability is indicated if the student is <u>overall</u> of average or above average intelligence but is <u>significantly</u> below average in one or more specific cognitive areas." In addition, before a diagnosis is made, "the student's personality profile is examined to be sure that there is no depression, anxiety, or psychosis which could be causing these disorders"(78).

LD: organizational deficit -- inability to sort, coordinate, and subordinate data of all kinds -- displays difficulty understanding relationships, thus a weakness in cohesion and coherence
-- inability to coordinate and subordinate information, "an apparent lack of audience awareness"(83).

"How Difficult Can This Be ?" (F.A.T. City Workshop). PBS VIDEO, 1320 Braddock Place, Alexandria, VA. 22314.
[F = frustration; A = anxiety; T = tension]

"SYMPTOMS" OF LD STUDENTS:

1. "The learning disabled have difficulties with academic achievement and progress; DISCREPANCIES EXIST BETWEEN A PERSON'S POTENTIAL FOR LEARNING AND WHAT HE ACTUALLY LEARNS;
2. "The learning disabled show an UNEVEN PATTERN OF DEVELOPMENT (language development, physical development, academic development);
3. "Learning problems are NOT due to environmental disadvantage;
4. "Learning problems are NOT due to mental retardation or emotional disturbance" (2).

Learning disabilities typically affect five general areas:
1. "SPOKEN LANGUAGE: delays, disorders, and deviations in listening and speaking;
2. "WRITTEN LANGUAGE: difficulties with reading, writing, and spelling;
3. "REASONING: difficulty in organizing and integrating thoughts;
4. "MEMORY: difficulty in remembering information and instructions" (3).
5. (math).

OTHERS:
+ reversals in writing and reading (perhaps dyslexia)
+ poor visual-motor coordination
+ poor organizational skills
+ easily confused by instructions
+ difficulty with abstract reasoning
+ often obsesses on one topic or idea
+ poor short-term or long-term memory
+ low tolerance for frustration
+ overly gullible
+ overly distractible, difficulty concentrating
+ difficulty with tasks requiring sequencing
+ DYSNOMIA: the inability to retrieve stored linguistic information the way others can
+ cannot decode information as quickly as others can
+ has trouble with reading comprehension even if s/he knows and recognizes individual words within a sentence (3).

Freshman Composition for the Learning Disabled

Frances Tijerina

COLLEGE EDUCATION

Before I began taking college-level courses, I did not have friends to associate with. I spent most of my time by myself at home. I was always depressed and had a low self-esteem. I did not have motivation and I thought that I was not capable of doing anything. By staying at home, I did not know that I had the knowledge to continue my education. But when I was convinced to go back to school, I found out that I can improve my knowledge. Since I have been continuing my education, I have been making friends and meeting new people. I have higher self-esteem, and I have gained more knowledge.

Before coming to college, I did not have many friends, but by coming to college, I made new friends and met new people. Before I came to college, I did not have many friends and I felt isolated and indifferent to matters in my life. Here at Del Mar College, I had the opportunity to meet new people. In the classes that I took, I met all different kinds of people: teachers, people from foreign countries, older people coming to further their education, and young people as well. This allowed me to make new friends. During my restaurant management classes, I enjoyed

working with my classmates because they were very friendly and they made me feel important. After I met my friends, I became more social and I no longer felt isolated. My going back to college gave me the chance to make many new friends.

Continuing my education has given me higher self-esteem. Before I renewed my education, I had low self-esteem and I thought that I did not have the courage to go back to school. But finally when I overcame my fear of continuing my education, I realized that I was capable of going back to school. While I am at college, I feel proud of myself. I think of how much I have accomplished, and I see that I was able to achieve my goals. This has improved my self-esteem because I believe in myself.

Through studying at Del Mar College, I have gained more knowledge. I have been studying here for three years during which I have taken many classes. These classes have taught me to elaborate on the subject of restaurant management. Many of the classes that I have taken offer a laboratory. These labs have been very helpful in teaching me about restaurant management. Through this experience, I have gained further knowledge. Now that I have attended college. I have the knowledge to continue my education.

My life has successfully changed because of my decision to go back to school. Meeting new friends has allowed me to associate with others. Because of this I can enjoy life more. Secondly, continuing my education has given me higher self-esteem. I no longer feel depressed or useless.

Lastly, through studying I have gained my knowledge. Having friends, having higher self-esteem, and attatching more knowledge are necessary to succeed in today's world.

TO:

FROM: Robert Gore 214

DATE: July 21, 1992

SUBJECT: THE STRENGTHS OF THE LEARNING DISABLED

Welcome to our new class for the fall of 1992. This is a unique class in that we have very special students who have very special talents. This is to be a model for many people and for other institutions; therefore, I am anxious that each of you gets an opportunity to demonstrate those God-given talents, unique to each of you.

Below is an extended quote from Diane C. Perreira in her work ENHANCING WRITTEN EXPRESSION OF THE LEARNING DISABLED. Please take it to heart and ADD to it your own strengths that she may have missed.

-Chief among these strengths in the college student is his ABOVE-AVERAGE INTELLIGENCE (italics mine) allowing him to succeed despite substantial barriers. The successful L.D. student is one who displays strong verbal processing ability. Whether he learns best through auditory or visual stimuli is not as important as the student's ability to internalize knowledge.

-Learning disabled students who achieve success in college generally do so BECAUSE THEY UTILIZE UNUSUAL COMPENSATORY STRATEGIES TO LEARN. The student who reads poorly often demonstrates extraordinary listening skills and relies heavily on his memory during lectures. Some students who are poor writers and have difficulty transforming the spoken word into writing construct elaborate notetaking systems. They may draw pictures to symbolize lecture content. They may color code notes as a symbolic system or to trigger retention. Students who have difficulty retaining factual information often construct creative anagrams to stimulate recall.

-Many L.D. students are felt to EXUDE CHARM AND PERSONALITY. They become adept at discussing their disability and suggesting academic modifications which benefit their learning (MAKE SUCH KNOWN!). The student with strong interpersonal skills and an appropriate bag of learning tricks is likely to do well in college.

-Learning disabled students who display a great weakness often HAVE A BALANCING INTENSE STRENGTH. The student with weaker verbal skills may be highly performance oriented. He may display great potential in areas which allow for manual dexterity needing to de-emphasize his weaker language processing abilities.

SEE, I KNEW YOU WERE GOOD; that's why I asked to have you in a special class. You are going to demonstrate how very good you are despite what the world or others may think about you, including yourselves! I have seen too many L-D students become outstanding students and great successes in life to even think otherwise.

The class will definitely be college-level, else this would all be a lie to you and to others. But TOGETHER we are going to get you such a strong foundation you will never think of failure again. Please note that I emphasized together. I cannot do it unless you are willing to pay the PRICE OF SUCCESS (note enclosure).

My office is in the English Building, room 111. My office phone is 886-1435. At present my office hours are 10:00 till 11:20 a.m.

I look forward to meeting and to teaching you. RLH

November 3, 1992

TO: Teachers of English 606, 302, 601A

FROM: Bob Gore

REF: Availability of English 601A class for the Learning Disadvantaged

This is a note asking each of you to be aware of students that may be or are learning disadvantaged. I'm certain that by now you may know your students well enough to recognize the following "symptoms" of LD students (realizing that all students at one time or another may demonstrate one or more of these):

1. "The learning disabled have difficulties with academic achievement and progress; DISCREPANCIES EXIST BETWEEN A PERSON'S POTENTIAL FOR LEARNING AND WHAT HE ACTUALLY LEARNS.
2. "The learning disabled show an UNEVEN PATTERN OF DEVELOPMENT (language development, physical development, academic development).
3. "Learning problems are NOT due to environmental disadvantage.
4. "Learning problems are NOT due to mental retardation or emotional disturbance" (F.A.T. City 2).

Learning disabilities typically affect five general areas:
1. "SPOKEN LANGUAGE: delays, disorders, and deviations in listening and speaking.
2. "WRITTEN LANGUAGE: difficulties with reading, writing, and spelling.
3. "REASONING: difficulty in organizing and integrating thoughts.
4. "MEMORY: difficulty in remembering information and instructions" (F.A.T. City 3).
5. (math)

Others:
- +reversals in writing and reading (perhaps dyslexic)
- +poor visual-motor coordination
- +poor organizational skills
- +easily confused by instructions
- +difficulty with abstract reasoning
- +often obsesses on one topic or idea
- +poor short-term or long-term memory
- +low tolerance for frustration
- +overly gullible
- +overly distractible, difficulty concentrating
- +difficulty with tasks requiring sequencing
- +DYSNOMIA: the inability to retrieve stored linguistic information the way others can
- +cannot decode information as quickly as others can
- +has trouble with reading comprehension even if s/he knows and recognizes individual words within a sentence

(F.A.T. City 3).

[I hope that you have not identified yourself]

Should you SUSPECT that such a student is in your class and s/he might benefit by taking this particularly designed course, please REFER HIM/HER to JoAnne Luckie or Kay Carroll, or just to SPECIAL POPULATIONS.

NOTE: These students are often suffering constant pain as a result of head injuries or migraine headaches (even sometimes from back injuries). They are also very reticent to come forward as they FEEL different (because they are different) and have often been subject to verbal abuse by the family, by peers, by schools, and by society. Given opportunities to work at their own pace, however, without the norms of frustration, anxiety, and tension, they will perform at above average level, some as clearly outstanding.

If you feel that you have such a student -- one who seems to be very gifted or intelligent but can't seem to GET IT ALL TOGETHER, please suggest that s/he drop in to see Kay or Joanne. Maybe you will "save" a Leonardo.

"How Difficult Can This Be?" (F.A.T. City Workshop). PBS VIDEO, 1320 Braddock Place, Alexandria VA 22314.
[F= frustration; A= anxiety; T= tension]

This video is available in the department library.

GENERAL CHARACTERISTICS OF LEARNING DISABLED STUDENTS	ADDITIONAL CHARACTERISTICS OF TRAUMATICALLY BRAIN INJURED STUDENTS
1. Mild memory problems	1. Severe recent memory disorder with poor carry over of new learning
2. Congenital, perinatal or early onset	2. Later onset
3. Slow onset	3. Sudden onset
4. Cause may be unclear, often appears when new demands are introduced, e.g. school starts	4. External event caused onset
5. May or may not have deficits in interpersonal and coping skills	5. Emotional stresses increased; greater degree of confusion, disorientation and lack of control
6. No before - after contrast	6. Marked contrast of pre- and post-onset capabilities - both in one's self view and in the perception of others
7. Skills and knowledge show "splinter" development, or are underdeveloped	7. Some old skills and knowledge remain, but there are peaks and valleys of performance
8. Physical disability most likely to involve poor coordination	8. Physical disability likely to involve paresis (weakness) or spasticity (overtension)
9. Magnitude of deficits range from mild to severe	9. Degree and number of deficits range from mild to severe, but often combine to produce severe disability
10. Learning style is constant	10. May have to change their learning style
11. Slowed acquisition, but what gets in, stays in. Teach through strengths and weaknesses	11. Slowed acquisition. What gets in may not stay. Unpredictable progress. Much repetition and practice using compensatory strategies needed

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framework. The underlying assumptions of such a program acknowledge the differences between LD students and the general college population. It strives to emphasize strengths rather than deficits, and takes the orientation of skill development rather than overcoming handicaps. Such a program advocates the rights of these students to access to institutions of higher education not out of compliance with legislation, but out of the awareness that LD students have significant contributions to make. In an educational setting, LD students are different primarily in learning style and in the kinds of accommodations needed to help them achieve, not necessarily in ability or in potential.

Characteristics. As suggested previously, one all encompassing profile of characteristics of university LD students does not exist. When speaking about deficits, the tendency is to itemize weaknesses rather than strengths, creating a negative tone. It should, however, be kept in mind that LD students often exhibit many positive attributes. Lists of both deficits and positive attributes will be provided.

One grouping of characteristics organized deficits into seven domains: cognitive, language, perceptual-motor, academic, work and study habits, social and affective. A listing can be found in Cronin, M.E. & Gerba, P.J., 1982.

The following list of characteristics was compiled by Clyde-Snyder (1982) and was used with university LD students. The most frequently noted items, especially those presented in self-reports, are identified by an *.

1.Short attention span.

2.Restlessness.

3.Distractability. (The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while studying).

4.Poor motor coordination. (This may be seen as clumsiness).

5.Impulsivity (Responding without thinking).

6.Perseveration. (The student tends to do or say things over and over. Mechanism that says "finished" does not work well).

*7.Handwriting is poor. (Letters will not be well formed, spacing between words and letters will be inconsistent, writing will have an extreme up or down slant on unlined page).

*8.Spelling is consistently inconsistent.

*9.Inaccurate copying. (The student has difficulty copying things from the chalkboard and from textbooks; for instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence).

*10.Can express self well orally but fails when doing so in writing. In a few cases the reverse is true.

*11.Frequently misunderstands what someone is saying. (For instance, a student may say, "What?', and then may or may not answer appropriately before someone has a chance to repeat what was said previously).

*12.Marked discrepancy between listening and reading comprehension.

*13.Has trouble with variant word meanings and figurative language.

*14.Has problems structuring (organizing) time. (The student is frequently late to class and appointments. The student lacks a "sense" of how long a "few minutes" is opposed to an hour. The student experiences problems pacing him/herself during tests.)

*15.Has problems structuring (organizing) space. (The student has difficulty concentrating when in a large, open area, even when it is quiet. The student may

over-or under-reach when reaching or placing objects (depth perception).

*16.Has difficulty spacing an assignment on a page (e.g., math problems are crowded together).

*17.Thoughts wander and/or are incomplete in spoken and written language. Student may also have difficulty sequencing ideas.

*18.A student's hearing acuity may be excellent, but the processing of sounds used in words, or the sequence of what the student hears may be out of order (e.g., the student hears "aminal" instead of "animal" and may say and/or write "aminal").

*19.A student may have 20/20 vision but when processing visual information (e.g., pictures, graphs, words, numbers) the student has difficulty focusing his/her visual attention selectively. In other words, everything from a flyspeck to a key word in a title has equal claim on attention.

*20.Word retrieval problems (The student has difficulty recalling words that have been learned).

21.Misunderstands nonverbal information, such as facial expressions or gestures.

22.Very slow worker, but may be extremely accurate.

23.Very fast worker, but makes many errors and tends to leave out items.

24.Visual images. (Has 20/20 vision but may see things out of sequence, e.g., "frist" for "first", "96l" for "69l". A student may see words or letters turned around or upside down, e.g., "cug" for "cup", or "dub" for "bud", or "9" for "6", or "L" for "7", etc.)

25.Makes literal interpretations of what is said.

26.Judges books by their thickness because of laborious reading.

27.Has mixed dominance.

28.Moodiness, quick tempered, easily frustrated.

*29.Lacks eye contact. Feels uncomfortable when talking to others.

30.Has trouble answering yes or no to questions.

As stated previously, university LD students exhibit many positive attributes. These attributes contribute significantly to the student's success in a demanding environment. These attributes include the following:

1.Motivation

2.A strong desire to learn about personal strengths and weaknesses.

3.Compliance upon understanding of personal strengths and limitations.

4.An achievement orientation.

5.Cooperativeness.

6.A strong desire to please significant others in the academic, home and community environment.

**7.A willingness to commit large amounts of time and energy to academic pursuits.

8.Persistance "in spite of" or "in face of" failure.

Although there is considerable overlap among items in the above listings, and certainly the lists are not exhaustive, the items should prove beneficial in the process of identification and diagnosis of the university LD student. Behavioral characteristics add credibility to psychological reports and records and serve as an additional basis for classification/diagnosis.

Head injury
KL

Problem oriented modification

Problem	Modification
difficulty paying attn. in class; difficulty maintaining concentration	1. Preferential seating at front of class. 2. Working in distraction controlled environments (i.e. study hall). 3. Rule out comprehension problems as root of attn. problems. 4. Allow additional time for completing assignments with breaks included.
inability to follow class routine, difficulty keeping up with assign., general disorganization	1. Re-orient student to routine; written schedule if possible. 2. Write down assignments or make sure student has written them. 3. Keep assignments, schedules, materials needed list etc. in a special notebook - cue student to use it. 4. Have a "check-in" and "check-out" place where student gets assistance to assure he has things for the day and things to take home.
memory deficits	1. Use multiple modality stimuli with frequent repetition. 2. Encourage note-taking or provide notes for drill. 3. Limit amount of new material. 4. Teach memory strategies (rehearsal, chunking, visualization, association).
impaired ability to process new information	1. Write directions in sequenced instead of narrative form. 2. Present information in short, simple sentences or paragraphs emphasizing key points. 3. Help student identify topic, main ideas, critical details of narrative material - develop written outline if appropriate. 4. Help student analyze relationships between details. 5. Help student sequence events 6. Allow additional time for processing. Provide repetitions of material as needed. 7. Limit the amount of new information provided since processing may be slow.
behavioral changes (impulsivity, lack of motivation, failure to follow designated rules, temper outbursts, lack of control)	1. Avoid immediate punishment. 2. Try to determine pattern of behavioral problems and detect onset of inappropriate behaviors. Intervene before inappropriate behaviors occur. 3. Calmly explain why the behavior was inappropriate and suggest alternative, appropriate behaviors. 4. Notify parents of behavioral problems and coordinate a consistent approach. 5. Provide support. The student's inability to control or inhibit behaviors may be frightening and discouraging to him.

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The following article has been excised due to copyright restrictions:

Ryan, Michael. "The Social and Emotional Effects of Dyslexia." *The Education Digest*, v57 n5 (January, 1992), pp 68-71.

INFORMATION FOR FACULTY:

STUDENTS WITH HEARING IMPAIRMENTS

There are approximately 16 million deaf and severely hearing impaired people in the United States, plus an estimated 20 million others who have some degree of hearing loss. That is more people than the entire student population of all United States colleges and universities; and it is more than the total number of United States government employees. Hearing losses may range from mild, in which the person has difficulty understanding speech, to profound, in which the person is unable to understand speech.

There are several methods by which hearing impaired people communicate with others. These include, but are not limited to, speechreading, speech, use of residual hearing, and/or sign language. Over half a million deaf people use American Sign Language (ASL), which is a visual-gestural language with a grammatical structure different from English. ASL is the fourth most widely used language in the United States.

Section 504 of the Rehabilitation Act of 1973, as amended, requires that all institutions that are recipients of federal assistance adapt their programs and facilities to accommodate qualified handicapped people. In response, colleges and universities have established disabled student services offices to ensure campus access for all identified disabled students. For students with hearing impairments special adaptations include the provision of auxiliary aides such as sign language and oral interpreters, and notetaking assistance for academic activities.

This publication has been prepared to explain the role and responsibilities of the educational interpreter in the classroom setting. It also suggests guidelines to professors who have hearing impaired students and interpreters in their classrooms.

SKILL, ROLE, and ETHICS

The process of interpreting between deaf and hearing people involves competence in two languages, ASL and English. The interpreter must perceive and understand a message in one language and reformulate the meaning of that message into the language of the listener. In addition, the interpreter must have an understanding of the dynamics of human interaction to facilitate the communication process.

When an interpreter is employed, the deaf and hearing individuals enter into a bond of trust. They trust the interpreter will be:

* discreet
* accurate
* impartial
* confidential
* competent

These are the essential components of the Code of Ethics, which was established by the National Registry of Interpreters of the Deaf (RID) as the standard for all certified interpreters to follow.

FACTS for INSTRUCTORS of HEARING IMPAIRED STUDENTS

* Not all students lipread well. Skills vary from student to student. Because only 30% of all speech sounds are visible on the lips, considerable guesswork is often required.

* Even though a student wears a hearing aid, it does not necessarily mean he or she hears well. Hearing aids simply amplify sound. They cannot compensate to normalize a hearing loss. In some cases, hearing aids are used simply to make the deaf person aware of environmental noises such as alarms or sirens.

* For many deaf people, English is a second language while ASL is their first. Because of the differences in syntax between ASL and English, errors may be made in written English similar to those made by foreign students.

* The terms "deaf and dumb" and "deaf-mute" are considered derogatory and should not be used. Deaf people who choose not to use their own voices often do so because they feel their speech will not be understood.

GUIDELINES for INSTRUCTORS of HEARING IMPAIRED STUDENTS

1. During the first class introduce yourself to the interpreter. Arrange with the student and interpreter for seating positions that are convenient for all concerned.

2. Help the hearing impaired student arrange for notetaking assistance. It is the student's responsibility to arrange the method by which notes are reproduced (carbon paper, pressure sensitive paper, xerographic copy, etc.).

3. Provide a copy of any syllabus or handouts you might distribute during class for the interpreter. This will help the interpreter develop an information base for interpreting the class.

4. During class speak normally. Should the lecture or classroom discussion rate become too fast, the student or interpreter will let you know. Similarly, if the interpreter voices the deaf student's remarks in an unintelligible manner, please ask for clarification from the student.

5. Help the interpreter stay in his or her role. The interpreter is there to facilitate communication. Please speak directly to the student, not the interpreter.

6. For group discussions, try to set up some ground rules. Ask that one person speak at a time and that the students raise their hands to request recognition. These rules will aid the interpreter and the student in following the discussion.

7. Try to avoid standing in front of windows or other light sources. Glare may obscure the view of you and/or the interpreter, who will be [sitting] near you.

8. Give notification in advance, if possible, should you plan to use visual aids such as films or projections in a darkened room. Special lighting may be needed to illuminate the interpreter's face and hands.

9. Should you need to confer with the interpreter regarding issues not related to the student, arrange to meet before or after the class session. If an issue involves the student, the interpreter can be used to confer with the student directly.

10. Should you wish to meet with the student and no interpreter is available, look directly at the student and speak clearly, or exchange notes.

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